

DEVOTED TO EDUCATION, ARTS AND SCIENCES, AND GENERAL LITERATURE.

Vol. I.--No 3.] ROCHESTER, N. Y., SEPTEMBER, 1847. [P. E. DAY, Editor.

Literary Institutions.

For the Monthly Educator.

No. 1.—Canandaigua Academy.

Canandaigua Academy, the first literary institution founded in Western New York, was incorporated on the fourth of March, 1795. It is located at Canandaigua village, Ontario Co., and owes its origin to the munificence of Messrs. Oliver Phelps and Nathaniel Gorham well known as being among the first settlers in that section of the state.

So desirous were the early inhabitants of Western New York to secure the blessings of education to their children, that several of the most distinguished individuals from Utica to Buffalo contributed to the erection of the first edifice which was built in the year 1796. To this institution, some of the most eminent scholars of the present day, are indebted for their literary acquirements.

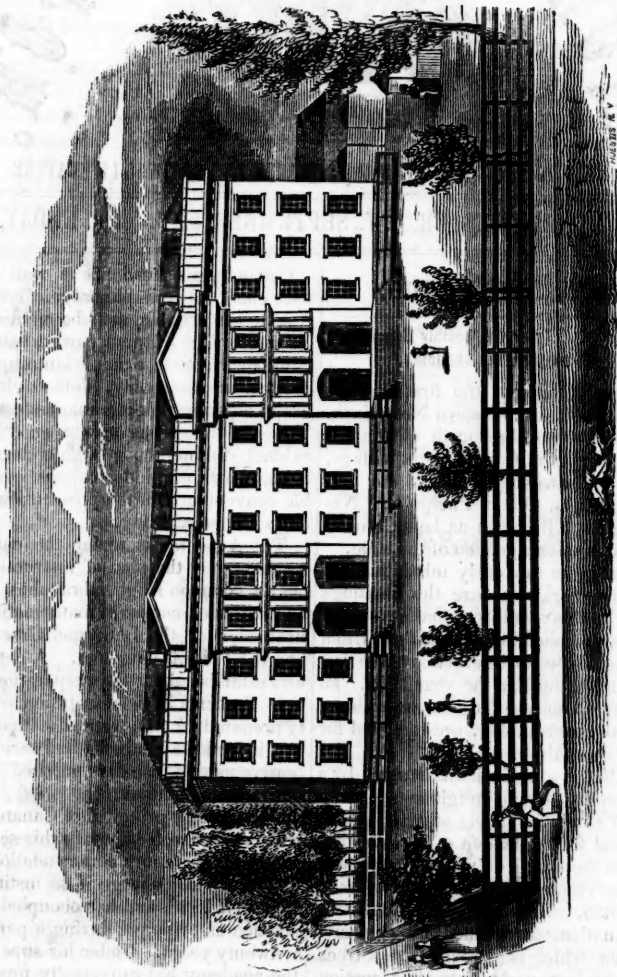
Messrs. Phelps and Gorham actuated by a spirit of liberality, and an enlightened zeal for the cause of education, made other appropriations of land for the benefit of this institution; from the avails of which the present building was erected during the summers of 1834 and 1836. This edifice stands in an elevated situation, surrounded by extensive grounds upon which is a grove of forest trees. In the healthfulness and beauty of its location, this institution is probably unsurpassed by any other in the state. The building is 130 feet long, 42 wide, and three stories high. It is built of brick, and contains five rooms for recitation, one for the laboratory, another for the library and apparatus, together with thirty seven rooms for students, and ample apartments for the family of the principal.

Canandaigua Academy is well furnished with chemical and philosophical apparatus. Among the articles, may be mentioned a solar microscope of great power, valuable levelling instruments, a magic lantern with slides to illustrate astronomy, Morse's electric telegraph and other electro-magnetic apparatus. This institution has also a good library, a cabinet of minerals, a large collection of atlases, charts, and indeed almost every desirable convenience for the prosecution of a thorough course of study.

The Academy is under the care of five teachers, and the plan of instruction embraces the common English branches, a thorough and extended course of mathematics, the natural sciences, the Latin and Greek classics, and the French language. A department is also established for the preparation of teachers. Students in this institution are frequently prepared for an advanced station in college, and indeed the mathematical series is as extensive as that usually pursued during the entire collegiate course.

The present principal of Canandaigua Academy is too well known in this section of the state to require any commendation from us. Mr. Howe took charge of the institution in the spring of 1828, and has occupied his present position as principal during a period of nearly twenty years. Under his superintendence the academy has universally prospered; the number of pupils during the last five years, having averaged from one hundred to one hundred and twenty five annually.

The academical year is divided into three terms of study. The principal vacation is during the month of July and the first of August. [A view of this institution may be seen on the next page.]



VIEW OF CANANDAIGUA ACADEMY.

Educational Extracts.

Mutual Instruction.

The following account of a Literary Society, the members of which belong to the working class, is condensed from a paper addressed to the proprietors of large manufactories by the Secretary of the Glasgow Chamber of Commerce.

It is justly remarked by that gentleman that the mere acquisitions of reading and writing only serve to open the door to knowledge; and unless we are induced to pass the portal, the stores which lie within will still remain useless to us. No efforts however assiduous for acquiring intellectual treasures in the exercise of our mental powers, can be so successful or satisfactory as where men unite together to grapple with ignorance, and mutually instruct each other. The formation of societies for this purpose can not be too strongly recommended. An account of such an institution formed in Glasgow for the improvement of a single body of workmen will strongly illustrate these remarks.

The Gas Light Company of that city constantly employs between sixty and seventy men in the works; twelve of these are mechanics, and the others furnace-men and common laborers of different descriptions.

In 1821, the manager of the works proposed to these men to contribute each a small sum monthly to be laid out in books to form a library for their common use. He informed them that if they agreed to this proposition, the Company would give them a room to keep their books in, which should be heated and lighted for them in winter; that in this room they might meet every evening throughout the whole year to read and converse, in place of going to the alehouse as many had been in the practice of doing; that the Company would further give them a present of five guineas to expend on books; and that the management of every thing connected with the measure should be intrusted to a committee of themselves, to be named and renewed by them at fixed periods. Fourteen of the workmen were induced to agree to the plan.

For the first two years, until it was ascertained that the members would take proper care of the books, it was deemed best not to remove them from the reading-room, but that they should meet there every evening to peruse them. After this period however the members were allowed to carry the books home; and they then met only twice a week at the reading-room to change them, and converse upon what they had been reading. The

increase of the number of subscribers to the library was at first very slow, and at the end of the second year the whole did not amount to thirty. But from conversing twice a week with one another at the library upon the acquisitions they had been making, a taste for science and a desire for information began to spread among them.

The members, a little before this time, had obtained an atlas which they say led them to think of a pair of globes. One of their number, by trade a joiner, who had the advantage of attending two courses of lectures in the Andersonian Institution, volunteered on the third year after the formation of the society to explain to its members the use of globes. This he did one evening in every week, and succeeded so well that he offered on the other meeting in the week to give an account of some of the principles and processes in mechanics and chemistry accompanied with a few experiments. He next, and while he was still going on with his lectures, undertook with another of the workmen, to attend in the reading-room during the other evenings of the week, and teach arithmetic to such as choose.

The society now made very rapid progress, and its members were induced to make a new arrangement by which the labor of instructing was more equally divided. The individuals of the committee agreed among themselves, to give in rotation, a lecture on chemistry or mechanics every Thursday evening, taking Murray for their text-book in the one, and Ferguson in the other. The plan is still pursued. It is intimated a fortnight before to the person whose turn it is, that he is to lecture from such a page to such a page of one of these authors. He has these fourteen days to make himself familiar with the subject; and he is authorized to claim during that period the assistance of every member of the society in preparing the chemical experiments, or making the little models of machines for illustrating his discourse.

It is a remarkable circumstance in this unique process of instruction, that there has been no backwardness on the part of any of the individuals to lecture in his turn, nor the slightest difficulty exhibited in the execution. This is attributed to its being set about without any pretension or affectation of knowledge, and merely as a means of mutual improvement.

On Monday evenings the society has a voluntary lecture from any one of its members who chooses to give notice of his intention, on either of the branches of science already mentioned, or upon any other useful subject he may propose. And there is with the general body the same simple unhesitating frankness,

and disposition to come forward in their turn, that exist among the members of the committee with regard to the lectures prescribed to them. It may be interesting as well as useful to mention some of the subjects of the different lectures that were given during the first three months after this plan was adopted.—Those delivered by the members of the committee consisted of eleven on mechanical powers powers; one on magnetism and electricity; one on wheel-carriages; one on the primitive form of chrystals; and one on hydrostatics. The voluntary lectures treated on the air-pump, chemistry, &c., besides many practical subjects, such as boring and mining, Sir Humphrey Davy's lamp, the construction of a corn-mill, and a description of Captain Manby's invention for the preservation of shipwrecked seamen.

The effect of this society was soon found to be most beneficial to the general character and happiness of the individuals composing it. It may readily be conceived what a valuable part of the community the whole of our manufacturing operatives might become, if the persons employed in every large work were enabled to adopt similar measures. What might we not then be entitled to look for, in useful inventions and discoveries, from minds awakened and invigorated by the self-discipline which such a mode of instruction requires?

The Gas Company being fully aware of the beneficial consequences resulting from the instruction of their work-people, fitted up for their use in the latter end of 1824, a more commodious room for their meetings, with a small laboratory and work-shop attached to it, where the experiments are conducted, and models to be used in the lectures are prepared. Previous to this time, the men had made for themselves an air-pump and an electrifying machine, and some of them are constantly engaged in the laboratory and work-shop during their spare hours. At the end of three years from its commencement, the whole of the workmen, with the exception of about fifteen, had become members of the society, and these were withheld from joining in consequence of their inability to read. The others said to them, "Join us and we will teach you to read."

It is gratifying to know that this invitation has not been made in vain; and that up to the present time this association now amounts to upwards of seventy persons, comprehends nearly all those employed about the works.

The Rules of the Society, which have been framed by the members themselves, are sim-

ple and judicious. Every person on becoming a member pays seven shillings and sixpence of entrance money. This sum is taken from him by instalments, and is paid back to him should he leave the gas-works, or to his family or heirs should he die. Besides this entrance money, each member contributes three halfpence weekly, two-thirds of which go the library, and one-third to the laboratory and work-shop.

The weekly lectures are continued during the winter months, and the members are permitted to bring to these any of their sons who are above seven and under twenty-one years of age. Additions have from time to time been made to the chemical and mechanical apparatus, and the library now contains seven hundred volumes.

Popular Education.

BY R. M.

One of the most pleasing indications of the times in which it is our privilege to live, is, I conceive, the increased attention which is now so generally given to the cause of popular education. It is beginning to be felt by the influential and the wealthy, by statesmen and legislators, that it is far cheaper, more humane and philanthropic, more agreeable to the spirit of Christianity, more in accordance with the teachings of the gospel, as well as greatly more in harmony with the genius of our free institutions, to instruct the youthful mind, store it with valuable knowledge, and train it for usefulness and virtue, than to leave it to luxuriate in ignorance, wretchedness, and crime.

Am I not right in considering this as one of the most encouraging and delightful features of the present age? Is there any thing more deserving the continued and earnest regard of our citizens generally than the subject to which I refer? Is there any outlay of public money which will be more likely to be returned, an hundred fold, in the increased usefulness, the augmented comfort, and the intellectual and moral elevation of the entire people, than that which is made for the extension and promotion of this great and glorious cause?

It is to be hoped that the day is not far distant when throughout the whole country, efforts commensurate with the importance and magnitude of the object, will be put forth to secure to every one the invaluable blessing of a liberal, complete, and thorough education. While we value our own privileges, and seek to improve them, let us deplore the condition of those who are not favored as we are, and earnestly endeavor by every means

in our power, to promote the universal diffusion of literature, science, and religion.

The pursuit of knowledge, in its influence, in its nature, and in all its tendencies, is eminently praiseworthy and ennobling. For this, man was created. For this, he is endowed with grand and lofty powers—with the noble faculties of reason and understanding—with those splendid mental attributes, and excellent moral qualities which identify us with the spirit world; in a word, with a rational and immortal soul, which closely allies him to God and angels, and renders him infinitely superior to the other inhabitants of our globe.

To the young men who may read this article, I would say, will you by the pursuit of knowledge, both secular and religious, answer the great end of your being; adorn, dignify, and felicitate the soul—promote the divine glory and human welfare, and happily realize “the days of heaven upon earth?” Or will you by neglecting your mental improvement, and disregarding the rich treasures of literature, science, and religion, permit the soul to sink ignobly into a miserable and degraded state; incur the divine displeasure; become unserviceable to your fellow-men, if not in fact dangerous members of society; and at length when your earthly course is finished, be consigned unlamented and scarcely missed to the cold and silent tomb? If then you would avoid this melancholy fate, you must pursue with increasing avidity and delight that knowledge for which the soul was originally formed, and in which its truest dignity and highest happiness essentially consist.

“If,” said the immortal Jefferson, “the time shall ever come, when this mighty fabric shall totter, the cause will be found in the ignorance of the people. If our Union is still to continue to cheer the hopes and animate the efforts of every nation; if our fields are to be untrod by the hirelings of despotism; if long days of blessedness are to attend our country in her career of glory; if you would have the sun continue to shed his unclouded rays upon the face of freemen, then educate all the children in the land. This alone startles the tyrant in his dreams of power, and rouses the slumbering energies of an oppressed people. It was intelligence that reared up the majestic columns of our national glory—and this alone can prevent their crumbling to ashes!”

Let us then diffuse abroad the priceless benefits of a sound education; the spiritual knowledge of God and divine things; and the inestimable advantages of pure Christianity! Thus shall we most effectually recommend,

illustrate, and preserve those noble popular institutions which constitute the glory of our republic, and the true safe-guards of which under God are the virtue, the intelligence, and the piety of the people.

Literature.

Literature is apt to form a dangerous and discontented occupation even for the amateur. But for him whose rank and worldly comfort depend upon it—who does not live to write, but writes to live—its difficulties and perils are fearfully increased. Few spectacles are more afflicting than that of such a man, so gifted and so fated, so jostled and tossed to and fro in the rude bustle of life, the buffetings of which he is so little able to endure.

Cherishing it may be, the loftiest thoughts, and clogged with the meanest wants; of pure and holy purposes, yet driven from the strait path by the pressure of necessity, or the impulse of passion; hovering between the empyrian of his fancy and the squalid desert of reality; cramped and foiled in his most strenuous exertions; dissatisfied with his best performances, disgusted with his fortune, this man of letters too often spends his weary days in conflicts of obscure misery; harrassed, chagrined, debased, or maddened; the victim at once of tragedy and farce; the last forlorn outpost in the war of mind against matter.

Many are the noble souls that have perished bitterly, with their tasks unfinished, under these corroding woes; some in utter famine, like Otway; some in dark insanity like Cowper and Collins; some like Chatterton, have sought out a more stern quietus, and turning their indignant steps away from a world which refused them welcome, have taken refuge in that strong fortress where poverty and cold neglect, and the thousand natural shocks which flesh is heir to, could not reach them any more. [Carlyle.]

EDUCATION OUT OF SCHOOL.—Education does not commence with the alphabet. It begins with a mother's look—with a father's nod of approbation, or a sign of reproof—with a sister's gentle pressure of the hand, or a brother's noble act of forbearance—with handfuls of flowers in green dells, on hills, and daisy meadows—with bird's nests admired, but not touched—with creeping ants and almost imperceptible emmets—with humming bees and glass-hives—with pleasant walks in shady lanes—with thoughts directed in sweet and kindly tones and words, to nature, to beauty, to acts of benevolence, to deeds of virtue, and to the sense of all good—to God himself.

Dull Boys.

We are not to conclude that those who are at first exceedingly dull, will never make great proficiency in learning. The examples are numerous of persons who were unpromising in childhood, but who were distinguished in manhood for their great acquirements.

Adam Clarke, D. D. was taught the alphabet with great difficulty. He was very often chastised for his dullness, and it was seriously feared that he never would learn. He was eight years old before he could spell words of three letters, and was distinguished for nothing but rolling large stones. At the age of eight he was placed under a new teacher, who by the kindness of his manner and by suitable encouragement aroused the slumbering energies of his mind, and elicited a desire for improvement. It is well known that he became even more distinguished for his various and extensive acquirements than he had ever been for rolling stones.

Isaac Barrow, D. D. for two or three years after he commenced going to school to school, was only noted for quarreling and rude sports. This seemed to be his ruling passion. His father considered his prospects for usefulness or respectability so dark that he often said if either child was to die he hoped it would be Isaac. But Isaac afterwards became the pride of his father's family and an honor to his country. He was appointed master of Trinity College, at which time the king said he had given the office to the best scholar in England.

The Rev. Thomas Halyburton formerly Professor of Divinity at St. Andrews, had until he was twelve years old a great aversion to learning. I might mention many other examples to illustrate the same truth. [Davis's Teacher.

Improvement of Talent.

The ignorant have often given credit to the wise for powers that are permitted to none, merely because the wise have made a proper use of those powers that are permitted to all. The little tale of the Arabian dervise shall be a comment of this proposition.

A dervise was journeying alone in the desert, when two merchants suddenly met him.

"You have lost a camel," said he to the merchants.

"Indeed we have," they replied.

"Was he not blind in his right eye and lame in his left leg?" said the dervise.

"He was," replied the merchants.

"Had he not lost a front tooth," said the dervise.

"He had," rejoined the merchants.

"And was he not loaded with honey on one side and wheat on the other?"

"Most certainly he was," they replied; "and as you have seen him so lately, and marked him so particularly, you can in all probability conduct us to him."

"My friends," said the dervise, "I have never seen your camel, nor heard of him, except from you."

"A pretty story truly," said the merchants, "but where are the jewels which formed a part of his cargo?"

"I have neither seen your camels nor your jewels," repeated the dervise.

On this the merchants seized his person, and forthwith hurried him before the cadi, where upon the strictest search nothing could be found upon him, nor could any evidence whatever be adduced to convict him of either falsehood or theft. They were about to proceed against him as a *sorcerer*, when the dervise with great calmness thus addressed the court:

"I have been somewhat amused with your surprise, and own that there was some ground for your suspicions; but I have lived long, and alone; and I can find ample scope for observation, even in a desert. I knew that I had crossed the track of a camel that had strayed from its owner, because I saw no mark of any human footstep on the route. I knew that the animal was blind in one eye, because it had cropped the herbage only on one side of its path; and I perceived that it was lame in one leg from the faint impression which that particular foot had produced upon the sand. I concluded that the animal had lost one tooth, because wherever it had grazed, a small tuft of herbage was left uninjured in the center of its bite. As to that which formed the burden of the beast, the busy ants informed me that it was wheat on one side, and the clustering flies that it was honey on the other. [Lacon.

WISDOM.—Wisdom is an open fountain, whose waters are not to be sealed up, but kept running for the benefit of all.

MEN AND BOOKS.—Men like books have at each end a blank leaf—childhood and old age.

ESTEEM.—Esteem is the fruit of love, but the daughter is often older than the mother.

GRAVES.—Graves are but the footsteps of the angels of eternal life.

☞ To educate is to enrich your children.

Luther Martin and the Young Lawyer.

We heard an anecdote of this distinguished lawyer a few days ago, which we do not remember to have met with in print, and which is certainly "to good to be lost," as the reporters say.

Martin was on one occasion riding to Annapolis in a stage coach, in which was a solitary companion, a young lawyer just commencing the practice of law. After some familiar conversation, the young gentleman said:

"Sir, you have been remarkably successful in your profession; few men have gained so many cases; will you be good enough to communicate to me, a beginner, the secret of your wondrous success?"

"I'll do it, young man, on one condition, and that is, that you defray my expenses during my stay of a few days at Annapolis."

"Willingly," replied the young man hoping thereby to profit greatly by the communication.

"The secret of my success," said Martin, "may be discovered in this advice which I now give you namely: *Be sure you have a good witness for every case you desire to secure.*"

On reaching Annapolis, Luther Martin was not very self denying in the enjoyment presented by a fine hotel; the substantial and general refreshments were dispatched in a manner quite gratifying to "mine host." The time for return at length came. The young man and Martin stood together at the bar, and demanded their respective bills.

Martin's was enormous, but on glancing at it, he quietly handed it to the young lawyer, who running his eye over it leisurely, returned it with the utmost gravity.

"Don't you intend to pay it," said Martin?

"Pay what?" said the young lawyer.

"Why, pay this bill. Did not you promise on the route downward that you would defray the charge?"

"My dear sir," said the young gentleman, "have you a good witness to prove what you demand in this case?"

Martin at once saw that he was caught, and eyeing his young friend a moment or two, he said pleasantly, "You don't need any counsel from me, young man; you don't need any counsel from me." [Methodist Protestant.

course. Make sobriety a habit, and intemperance will be hateful and hard; make prudence a habit, and reckless profligacy will be as contrary to the nature of the child, or grown adult as the most atrocious crimes are to a virtuous mind. Give a child the habit of sacredly regarding the truth; of carefully respecting the property of others; of scrupulously abstaining from all acts of improvidence which can involve him in distress, and he will just as likely think of rushing into an element in which he can not breathe, as lying, or cheating, or stealing, or coveting his neighbor's goods.

ACQUIRED TALENT.—The following story is recorded of Cecco d' Arcoli and Dante:

They were discussing the subject of natural and acquired talent, and Cecco maintained that nature was more potent than art, while Dante asserted the contrary. To prove this principle, the great Italian bard referred to his cat, which by repeated practice he had taught to hold a candle in his paw while he supped or read.

Cecco desired to witness the experiment—and came not unprepared for his purpose. When Dante's cat was performing her part, Cecco lifting up the lid of a pot which he had filled with mice, the creature of an art merely acquired, dropping the candle, flew on the mice with all his instinctive propensity. Dante was himself disconcerted; and it was adjudged that the advocate for the occult principle of natural faculties had gained his cause. [Selected.

POWER OF IMAGINATION.—An amusing incident recently occurred at William's College, which is thus related by a correspondent of the Springfield Gazette:

The professor of Chemistry while administering in the course of his lectures, the protoxide of nitrogen, or as it is commonly called "laughing gas," in order to ascertain how great an influence the imagination had in producing the effects consequent upon respiration, secretly filled the India-rubber gas-bag with common air instead of gas. It was taken without suspicion, and the effects if any thing were more powerful than upon those who had really breathed the pure gas. One complained that it produced nausea and dizziness, another immediately manifested pugilistic propensities, and before he could be restrained, tore in pieces the coat of one of the by-standers, while the third exclaimed, "this is life, I never enjoyed it before." The laughter that followed the exposure of this gaseous trick, may be imagined.

EFFECT OF HABIT ON THE INFANT MIND.—

Trust every thing to habit; habit, upon which in all ages, the lawgiver as well the schoolmaster has mainly placed his reliance; habit which makes every thing easy, and casts all difficulties upon deviations from the wonted

Alfred the Great.

Alfred the Great had reached his twelfth year before he had even learned his alphabet. An interesting anecdote is told of the occasion on which he was first prompted to apply himself to his books. His mother had shown him and his brothers a small volume, illuminated in different places with colored letters and such other embellishments as were then in fashion. Seeing that it excited the admiration of her children, she promised it to the boy that would first learn it. Alfred though the youngest, was the only one who had spirit enough to attempt to obtain it on such a condition. He immediately went and procured a teacher, and in a very short time was able to claim the promised reward. When he came to the throne, notwithstanding his manifold duties and a tormenting disease which seldom allowed him an hour's rest, he employed his leisure time in reading or hearing the best books. His high regard for the best interests of the people he was called to govern, and the benevolence of his conduct are well known.

ALEXANDER POPE.—When Pope was one evening at Burton's coffee-house, poring over a manuscript of the Greek Aristophines with Swift, Arbuthnot, and others, they found one sentence which they could not comprehend. As they talked pretty loud, a young officer who stood near the fire heard their conference and begged to look at the passage. "Oh," said Pope, sarcastically, "by all means: pray, let the young gentleman look at it." Upon which the officer took up the book, and considering awhile, said there only wanted a note of interrogation to make the whole intelligible.

"And pray, sir," said Pope, piqued at being outdone by a red-coat, "what is a note of interrogation?"

"A note of interrogation," said the youth, turning on the hunchbacked questioner a look of the utmost contempt, "is a little crooked thing that asks questions."

PRACTICAL INSTRUCTION.—A gentleman not long since took up an apple, to show a niece sixteen years of age, who had studied geography from childhood, something about the shape and motion of the earth. She looked at him a few moments and then said with much earnestness, "Why, uncle, you don't mean that the earth really turns around, do you?" He replied, "But did you not learn that several years ago." "Yes sir," said she, "I *learned* it, but I never *knew* it before." [Annals of Education.]

THE SCHOOLMASTER ABROAD.—Not a great while ago, the School Committee of a town in a neighboring state met for the purpose of examining a candidate who presented himself as a preceptor, "to teach the young idea how to shoot." After some interrogatories, the following geographical question was asked.

"In what zone do you live?"

"Zone—zone," replied he, "do you think a man of my education lives in a zone? I live in a house."

ROUTINE EDUCATION.—It is related by Miss Edgeworth, that a gentleman, while attending an examination of a school where every question was answered with the greatest promptness, put some questions to the pupils which were not exactly the same as found in the book. After numerous ready answers to their teacher on the subject of Geography, he asked one of the pupils where Turkey was.—She answered rather hesitatingly, "*in the yard with the poultry.*"

IDLENESS.—An Irish schoolmaster recently wrote the following copy for one of his pupils: "Idleness *covereth* the body with nakedness."

Ode to Knowledge.

BY EZEKIEL RICH.

May the fair plants of Knowledge grow,
While love and virtue reign;
From sources pure, let wisdom flow,
Till all her blessings gain.

Oh! let the hand of learning's power
Lift all the poor from dust;
Within this strong protecting tower,
Let hopeless orphans trust.

May untaught men soon not be found,
Oppression have an end;
Earth soon become like heavenly ground,
And man to man a friend.

To Virtue.

'Tis Virtue, blooming, bright, and fair,
That rests on innocence free as air—
And all that's lovely, pure, divine,
In nature, reason, wisdom shine.

'Tis Virtue, gentle, meek, and wise,
That sheds its rays beneath the skies—
Oh! may we all its graces show
To all around, above, below.

And when we hence this life depart,
Reflections cease o'er all the past—
And time well spent, and work well done,
Then Virtue's star shall crown our tomb.

The Monthly Educator.

To Correspondents.

A beautiful piece entitled "Childhood's Visions," is unavoidably postponed. It will appear in our next.

A communication entitled "Ignorance" is declined. From the spelling, punctuation, and grammar, we should judge that the author is too familiar with his subject.

We hope Junius will continue to favor us with his contributions.

The State Association.

A large portion of the editorial department of this number of the Educator, is devoted to the proceedings of the State Teacher's Association, held in this city on the fourth and fifth of August last. The event was one of unusual interest, and we rejoice that a more liberal feeling and a greater degree of harmony pervaded the deliberations on this occasion than has probably been manifested at any previous meeting of the Association. We have endeavored to give a full and accurate report of the proceedings of this meeting, which on account of its length will published in two numbers.

A History of Literary Institutions in Western New York.

We commence in this number of the Educator, the publication of a series of articles on the history of the different literary institutions in this section of the state. Although the account that we shall give must necessarily be brief, still we hope to be able to present a condensed view of the rise, progress, and general plan of instruction, together with some of the principal distinguishing features of the various academies, seminaries, union schools, &c. in Western New York.

Through the politeness of Mr. Howe, Principal of Canandaigua Academy, we have been furnished with an engraving and other necessary materials used in preparing the account of that institution which appears in the present number of our periodical. The teachers and trustees of similar institutions who are desirous of having them included in these sketches, can manifest it by communicating with the editor of this paper. The materials in their possession for furnishing such a history, should be stated; also a copy of an engraving of the institution forwarded. With such information, we will take the earliest opportunity to confer with them, and prepare a suitable notice of the institution.

The Proceedings of the New York State Teachers' Association.

The second annual meeting of the N. Y. State Teacher's Association, was held on the fourth and fifth days of August last, at Minerva Hall in the city of Rochester.

WEDNESDAY MORNING.

The meeting was called to order at about ten o'clock, A. M., by the president JOSEPH Mc KEEN of New York. Prayer by REV. DR. LUCKEY of Rochester.

The Recording Secretary being absent, FRANCIS COOPER of Onondaga, was chosen Secretary *pro tem.* and A. H. GREGORY of Monroe, assistant.

After the delegates from the several counties had registered their names, the Association listened a short and appropriate address from the president. A letter from P. MCGREGOR, principal of Walkill Academy, was then read by E. COOPER, Corresponding Secretary.

On motion of E. COOPER of Onondaga, Hon. LEWIS CASS of Michigan, then in the city, was invited to attend and participate in the deliberations of the Association.

MR. J. W. BULKLEY of Albany presented a resolution in relation to the death of Rev. DANIEL SHEPARD, late of Delaware, and a member of this Association. The resolution was accompanied by some appropriate and feeling remarks from Mr. B. who closed by reading a former letter of the deceased to the Association on the subject of education. The resolution was adopted.

MR. HOWE of Ontario moved that a committee be appointed to prepare business for the consideration of the members of the Association. The motion was opposed by MR. BULKLEY of Albany, ST. JOHN of New York, and E. COOPER of Onondaga; it was supported by MR. WINSLOW of Livingston. The motion was lost.

MR. B. FIELD of Boston, then entering the room, was invited to take a seat and participate in the deliberations of the Association.

MR. J. W. BULKLEY of Albany then read a report on Ventilation and Warming Rooms. The following resolutions accompanied the report:

Resolved, That in view of the foregoing considerations, we believe it to be all important that our school rooms be properly lighted, carefully warmed, and thoroughly ventilated.

Resolved, That those teachers who neglect to inform themselves by careful study and observation in relation to the aforesaid subjects, are greatly criminal, and that their criminality may result in deep seated physical evils to their children.

A somewhat spirited discussion arose in regard to the report, and upon the subject of ventilation

in general. MR. BENEDICT of Monroe contended that there many erroneous sentiments embodied in the report. REV. F. W. HOLLAND of Monroe thought that the report was not sufficiently explicit—it merely spoke of the importance of the subject. The various theories, plans, and directions now before the public should have been given. REV. J. R. BOYD of Jefferson and MR. BURBANK of Wyoming also objected to some things contained in the report. PROF. D. P. PAGE of Albany thought the report should have been prepared with greater care. The whole subject should have been discussed, diagrams and illustrations of the most improved methods of Ventilation now in use, should have been presented; such a report would form a convenient manual for future reference. He also thought the old fashioned fire-places produced a better circulation of air than stoves; and believed their disuse without other means of ventilation to be a retrograde movement. MR. J. H. PARTRIDGE of New York spoke at some length against various sentiments contained in the report. MR. J. W. BULKLEY arose to make some remarks, when the question was called for. MR. LYMAN COBB of New York hoped the question would not yet be put, as he wished to make some remarks on the subject in the afternoon.

The association adjourned until 2 o'clock P. M.

WEDNESDAY AFTERNOON.

The association was called to order by the president. The discussion on the ventilation of rooms was resumed. MR. COBB of New York remarked that he had visited schools in Boston and other places in which improved systems of ventilation were used. He had seen an excellent plan invented by Prof. Emerson of Boston, another by Mr. Morris of New York, and one or two others by gentlemen who have paid particular attention to the subject. He hoped the committee would be continued. This was one of the most important subjects connected with the physical education of children; and he sincerely hoped it would not thus be left in this unfinished state. MR. BULKLEY of Albany remarked it was not the object of the committee to enumerate and discuss the merits of every plan, theory, and project that had ever been presented to the public upon this question—it would have been an endless task. To show the importance of some method of ventilation was the principal design of the committee. MR. J. N. McELLIOTT of New York differed from Mr. B. This was an important subject and the committee should have avail-

ed themselves of the wisdom and experience of all who have treated on it. Several plans should have been presented, that teachers might choose for themselves. He hoped that the whole subject would be referred back; also that Messrs. Cobb of New York and Page of Albany be added to the committee. REV. F. W. HOLLAND of Monroe spoke at some length on the subject of Ventilation. He was aware that very many plans had been proposed and several works published upon the various methods of ventilating and warming rooms. He held in his hand Dr. Wyman's pamphlet on ventilation. He also referred to various other treatises that have been published on this subject both in this country and in Europe. He thought however that the public in general were not sufficiently informed on this all-important question. The motion to refer back prevailed, and Prof. Page of Albany was added to the committee.

MR. C. H. ANTHONY of Albany moved an amendment to the motion—by referring the subject to two committees. The motion was lost.

The report on Natural Sciences was then called for. In the absence of the chairman, MR. J. H. PARTRIDGE of New York read a report, accompanied by the following resolutions, all of which were adopted:

Resolved, That in the opinion of this association, the study of Natural History is a suitable one to be pursued in all our schools.

Resolved, That we consider Natural Philosophy, Astronomy, and Chemistry subjects important to be studied by those scholars who are able to understand them.

Resolved, That in the judgment of this association a thorough knowledge of the Natural Sciences, is important to every one who would be a successful teacher.

MR. E. M. ROLLO of Broome presented an able report on Moral Instruction. The following resolutions were appended to the report, the first two of which were adopted without discussion:

Resolved, That as a sense of this association, Moral Instruction should form an essential branch of education in all our schools.

Resolved, That every efficient system of moral instruction must be based upon the Bible.

Resolved, That the reading of the Holy Scriptures, the use of Wayland's Moral Science or some other suitable text-book on the science of moral philosophy, together with familiar oral instruction on the principles and application of moral truth, are important means of advancing the cause of pure morals among our youth.

REV. F. W. HOLLAND of Monroe wished to hear from various parts of the state on the subject of moral instruction. MR. W. BARNES of Monroe

thought that the spirit of the teacher was better calculated to impart moral instruction than any text-book. MR. N. C. BENEDICT of Monroe knew of some schools in this city where fifteen or twenty minutes each day was devoted to this subject. MESSRS. E. COOPER of Onondaga, and S. W. CLARK of Ontario were opposed to the recommendation of any text-book except the bible. MR. ROLLÉ was not strenuous on this matter—and proposed to amend by striking out the clause recommending any other text-book. Various other topics embraced in the report were then discussed. MR. ROSS of Seneca believed that in regard to moral instruction, common schools were far in advance of colleges and higher institutions of learning. REV. E. RICH of Genesee contended that in the bible could be found every duty of man—his duty to himself, his God, his neighbor, his country, and to the world—it is of itself a code of moral laws. Remarks were then made by MR. WINSLOW of Livingston, PROF. PAGE of Albany, MESSRS. NEEDHAM of Erie, JOHNSON of Monroe, KENYON of Allegany, JUDD of Wyoming, McELIGOTT of New York, and BRITAIN of Wayne. MR. BULKLEY of Albany read the following as a substitute for the last resolution. The substitute was adopted:

Resolved, That the reading of the Holy Scriptures together with familiar instruction on the principles and application of moral truth, are important means of advancing the cause of pure morality

REV. J. H. MATTISON of Oswego moved to strike from the report so much as related to corporeal punishment. MR. A. N. MERRIMAN of Monroe rejoiced that the teachers in Western New York had the co-operation of their brethren in other parts of the state on the subject of corporeal punishment. They did not advocate its excessive use—merely its necessity. Remarks were made also by MR. J. H. PARTRIDGE of New York. DR. PROUDFIT of New Jersey was called upon, and briefly gave his views on the question of corporeal punishment. He said he was willing to follow the precepts of Scripture "until he could better." The motion to strike out was lost, and the report adopted entire.

The Association adjourned until half past six in the evening.

WEDNESDAY EVENING.

The Association was called to order by WILLIAM BARNES, first vice-president. MR. O. W. MORRIS principal of the Deaf and Dumb Asylum of New York, gave an interesting account of the manner in which the pupils of that institution

were instructed. The exercises were rendered peculiarly interesting by the presence of two young ladies, formerly members of the Asylum, with whom MR. M. conversed by means of signs used by the pupils belonging to that institution.

On motion of MR. KNAPP of Cayuga, the following resolutions were passed:

Resolved, That MR. MORRIS is entitled to, and hereby receives our warmest thanks for the instruction and entertainment afforded by the examination of his pupils in our presence.

Resolved, That MR. MORRIS be requested to present our thanks to his pupils for their kindness in entertaining this audience.

MR. E. COOPER made some remarks in relation to the Teacher's Advocate. MR. MCKEEN said it had been deemed advisable to unite the Journal of Education and the Advocate in one publication. MR. CARPENTER of Westchester regretted that the Journal of Education was no longer to be published; he greatly preferred that publication to the Teacher's Advocate.

MR. BULKLEY, Chairman of the committee on ventilation and warming rooms stated that the other members had not acted with him on this subject; he therefore moved that MESSRS. LYMAN COBB of New York and C. H. ANTHONY of Albany be substituted for the other members of committee. The motion was carried.

The Association now listened to an excellent lecture from J. N. McELIGOTT of New York, on the origin, history, and prevalence of the English language. The lecturer's views were also given in relation to the best method of acquiring a thorough knowledge of our language.

MR. P. E. DAY of Monroe presented the following resolution which was adopted:

Resolved, That the thanks of this Association be presented to MR. McELIGOTT for the able, scientific, and instructive lecture on the English language which he has delivered in our presence this evening.

MR. J. W. BULKLEY of Albany moved the appointment of a committee of eight—one from each senatorial district—to nominate officers for the ensuing year. The motion was carried.

The Association then adjourned until Thursday 9 o'clock A. M.

[To be continued.]

AGENTS WANTED.—Several responsible, enterprising young men are wanted to obtain subscribers for this paper. To such as have been engaged in teaching, a very liberal commission will be given.

American Biography.

For the Monthly Educator.

NO. 4.—ETHAN ALLEN.

BY THE EDITOR.

ETHAN ALLEN a brave and somewhat eccentric officer of the American Revolution, was born at Roxbury, Conn., in the year 1739. He early emigrated to Vermont—which territory was then claimed by New York as a part of that province. This claim however was resisted by the inhabitants, and Allen being one of its most strenuous opposers, was declared an outlaw by the government of New York, and a reward of fifty pounds offered for his apprehension.

On receiving the news of the battle of Lexington, Col. Allen enlisted his energies in favor of his country. His first exploit was the capture of Ticonderoga on the morning of the tenth of May, 1775. The expedition against this post was exceedingly bold in its design and successful in its execution. As soon as he had determined on his project, he enlisted about two hundred Green Mountain boys, and hastening toward the fort, reached the lake opposite on the evening preceding the capture. With great difficulty boats were procured, and eighty-three men were landed near the garrison.

Fearing the approach of day, Col. Allen was obliged to press forward with a small part of his army. Having entered the garrison leading his men, he ordered three cheers to be given which awakened the inmates. A sentry attempting to fire upon Allen, was taken prisoner, and pointed out the apartments of the commanding officer; whereupon Col. Allen with a drawn sword in his hand, rushed into his presence and demanded the surrender of the fort. Capt. De La Place unprepared for this sudden demand enquired, "By what authority do you demand it?" "In the name of the Great Jehovah and the Continental Congress," replied Allen. The fort was instantly surrendered with all its munitions of war.

In the fall of 1775, Col. Allen was sent into Canada, to attempt to attach the inhabitants to the cause of liberty. While there he formed the daring project of attempting in connection with Col. Brown to take Montreal. The latter however not appearing at the appointed time, Col. Allen was left with only one hundred and ten men to contend against five hundred of the enemy.—After a long and desperate resistance, he was overpowered and obliged to surrender himself prisoner of war. He was loaded with irons and

sent to England, where he was imprisoned a short time, and taken back to America. He remained in jail at Halifax several months and was then sent to New York.

Col. Allen was exchanged on May sixth 1778, for Col. Campbell. He immediately repaired to the head quarters of the American army, and having offered his services to Gen. Washington, in the event of his recovery from ill-health, he hastened to Vermont where his return was announced by the firing of cannon and other demonstrations of joy. He died suddenly at his residence in Colchester, Vt., February 12, 1789.

ANECDOTES OF ETHAN ALLEN.

An incident is related of Col. Allen, with what truth we know not, that is said to have occurred during his passage to England. While closely confined to a small room in a remote part of the ship, he discovered a pin to be broken which fastened the bolt of his hand-cuff. Extricating the broken pieces and the bolt with his teeth, he disengaged one hand with the help of which he released its mate; then proceeding in like manner, he soon succeeded in liberating his feet. Fearing however that the captain when his situation should become known, would place an additional burden upon him, he carefully replaced the bolts and pins in their former position. Indeed it soon became a fine recreation for the colonel to take off his chains and replace them at the approach of his keeper.

Some time after this, the captain wishing to afford some merriment to the crew, commanded Allen to be brought upon deck. Abuse and ridicule were heaped upon the American people. "In a short time," said the captain, "all the rebels will be in the same situation as yourself." Col. Allen at this insolent taunt, raised his hands to his mouth, and apparently snapping the pins and bolts with his teeth, hurled his fetters into the sea, and seizing the astonished captain by the collar and having thrown him headlong upon the deck, he turned to the affrightened crew, and stamping on the deck, exclaimed in a voice of thunder: "If I am insulted again during this voyage, I shall sink the ship and swim ashore." This exploit so terrified the crew that he was allowed to do pretty much as he pleased during the remainder of the voyage.

It is recorded of Col. Allen that while in England, the king endeavored to persuade him to abandon the rebel cause. He promised among other things to give him as much land as could be seen from the top of the highest mountain in Vermont,

he would join the royal army. "Your proposition," said Allen "reminds me of a similar instance in which a noted character taking a distinguished person upon the top of a high mountain offered him the possessions of the whole earth if he would fall down and worship him, and" continued Allen, "the poor devil never owned a foot of land in the world."

While Col. Allen was on his parole at New York, he was waited upon by an emissary from Gen. Howe, who told him that although in a wrong cause, by his faithfulness he had highly recommended himself to that general, and if he would now join the royal army, he would give him any office he might chose, and at the close of the war the king would allow him a large tract of land. To this proposition, Col. Allen replied: "If by my faithfulness, I have recommended myself to Gen. Howe, I should be very sorry now by my unfaithfulness to lose the general's good opinion; and as to the offer of land, I do not believe the king will have land enough at the close of the war to redeem such a pledge."

While aboard the Solebury frigate on his return to the United States, the first salutation from the captain was an order to "go below," accompanied by the remark, "the deck is the place for gentlemen to walk." Allen obeyed, but his health being very much impaired by confinement, and being in great need of fresh air, he determined a few days after to venture again upon deck. Accordingly having washed, shaved, and dressed himself in as genteel a manner as his scanty wardrobe would allow, he tried his fortune above. The captain immediately discovering him, demanded of him in an angry tone, if he had not forbidden him to appear on deck. "Oh yes," replied Allen, "but as you also said it was a place for gentlemen to walk, it seemed to me quite appropriate."

From various sources it has been represented that Ethan Allen believed with Pythagoras in the doctrine of the transmigration of souls; and he frequently declared that he himself would return to this world in the form of a white horse. The following incident however shows that he did not hold very strongly to his absurd notions. His daughter who had been instructed by her mother in the principles of Christianity, was taken suddenly ill, and no hopes entertained of her recovery. Her father being called to her bed-side, she said to him, "I am about to die; shall I believe in the principles in which you have instructed me, or in those my mother has taught." Allen became agitated; but with a trembling voice he replied, "believe what your mother has taught you."

Communications.

For the Monthly Educator.

The County Convention.

MR. EDITOR.—I attended the Convention of Teacher's held at Rochester on twelfth of June last, and wish to say a word or two on the subject. I wish first to ask, whether that was intended to be a *county* or a *city* convention, for I perceived that all or nearly all the business was monopolized by the city teachers.

Again, I heard a report on English Grammar—at least, that subject formed a principal part of the report—in which the author spoke in very high terms of Wells' Grammar, adding among other reasons for recommending it, that many errors in the use language which other grammarians overlooked, were pointed out and corrected by Mr. Wells. Examples in abundance were given, many of which the merest novice in grammar could correct as well as Mr. W. "*The house is being built*," or a similar expression was mentioned as being condemned and corrected by Mr. Wells. Will the author of that report show wherein the inaccuracy lies, or prove that "*the house is building*" is more correct?

Upon an examination of Wells' Grammar, I find the author has done what any other respectable grammarian might have done as well. He has quoted a great many authorities on difficult and disputed points in grammar, but is very careful not to give an opinion of his own—generally hiding behind some other authority. He gives no rules and lays down no principles by which disputed points may be determined.

I confess I was not a little disappointed in Mr. Wells' Grammar after having seen it so favorably noticed, and heard it so highly recommended. I do not condemn it—but I have not yet discovered its superiority to all others. A grammar of any language should in my humble opinion, lay down some fixed and known principles, by which all difficult, disputed, and anomalous expressions can be corrected. This I have not found in any English Grammar that has yet fallen under my observation, and still I regard it as the "*sine qua non*," in the preparation of such a work.

OBSERVER.

REMARKS.—Should not the charge of monopoly be preferred against *individuals* rather than against city teachers *as a body*? Dull, prosy speakers are ever fond of inflicting upon their hearers long and uninteresting speeches on every question—

important or unimportant—that is presented for consideration.

With regard to the phrase "The house is being built," we would simply remark that this form of expression has the sanction of our best writers, and very many of our ablest grammarians. When inanimate objects are spoken of, both the active and passive form of the verb, is generally used to convey the same idea; because it is conceived to have no active signification.—Thus: "the house is building," and "the house is being built," have the same meaning attached to them. When however a verb is conceived to have an active as well as passive signification, one form can not thus be used for the other. "The boys are punishing," and "the boys are being punished," evidently have a different signification, and it is absurd to contend that the former expression should be used to convey the meaning attached to the latter.

Notices.

ALFRED ACADEMY.—This institution is pleasantly situated in the town of Alfred, six miles south of Almond, and thirteen south east of Angelica, Allegany Co. The quiet and retired location of this academy renders it peculiarly adapted to the purposes of study and mental improvement. One of the chief objects of this institution is the preparation of young ladies and gentlemen for the profession of teaching. For this purpose daily lectures are given on this subject, and classes are exercised in the art of imparting instruction. The number fitted for teachers at this academy is probably much larger than at any similar institution in the state—not less than one hundred and fifty having been annually sent out during the three years past.

From the Catalogue for 1847, we notice the following persons as constituting the Board of Instruction:

W. C. KENYON, First Principal, and Professor of Natural and Moral Sciences.

IRA SAYLES, Second Principal, and Professor of Languages.

DANIEL D. PICKET, Teacher of Mathematics.

JOHN R. HARTSHORN, Professor of Physiology, and Anatomy.

ORRA STILLMAN, Professor of Vocal Music.

MISS ABIGAIL A. MAXSON, Preceptress.

MRS. MARGARET PAYNE, Teacher of Instrumental Music.

MRS. MELISSA B. KENYON, Assistant in the Female Department.

During the last year there were in attendance at this institution:

Males—217. Females—175. Total—392.

CANANDAIGUA ACADEMY.—From the published Catalogue of this institution, we gather the following particulars relative to the general arrangements for the ensuing year. The following gentlemen constitute the Board of Instruction:

HENRY HOWE, A. M., Principal and Teacher of the Greek language, Rhetoric, and Mental and Moral Philosophy.

GEORGE WILLSON, A. M., Teacher of the Latin and French languages.

NOAH T. CLARK, Teacher of Mathematics, Natural Philosophy, and Chemistry.

P. C. HEADLEY, Teacher of English branches.

NICHOLAS VEEDER, Teacher of Book-keeping, Penmanship, &c.

During the last year there were in attendance, at this institution, one hundred and thirty six pupils—a majority of whom were not residents of Canandaigua. For further particulars, see the advertisement on the last page.

Agents for the Educator.

The following persons have been appointed agents to receive subscriptions for the Monthly Educator; and all payments made to them will be duly acknowledged by us:

MR. DANIEL B. ROSS, of Canadice, agent for the western part of Ontario Co.

MR. A. B. MILLER, of Dansville, agent for the southern part of Livingston Co.

JAMES L. ENOS, of China, agent for Wyoming County.

WILLIAM ORTON of Cuba, agent for the southern part of Allegany Co.

S. MILLS DAY, of Ithaca, agent for Tompkins County.

BENJAMIN F. COOK, of Penn-Yan, agent for Yates Co.

H. W. OLIPHANT of Rochester, Monroe Co., agent for Monroe, Genesee, and Orleans Co.

REV. DAVID L. HUNN, of Rochester, travelling agent for Western New York.

ORANGE OWEN, of Rochester, travelling agent for Western New York.

H. UNDERHILL, of Canandaigua, will also receive subscriptions at his book-bindery.

ADVERTISEMENTS.—A limited number of advertisements on matters pertaining to the subject of education, will be inserted in the columns of the Monthly Educator, at the rates published in our prospectus. See last page.

Literary Review.

CLARK'S INTELLECTUAL ARITHMETIC AND ALGEBRA, Arranged and taught on the Universal Principal of Increase and Decrease, &c., by I. A. CLARK, Author of the Prussian Calculator, etc. Rochester: Sage & Brother.

Prof. Clark has within a years past acquired a considerable degree of eminence as a teacher of mathematics. Hundreds in this vicinity who have received instruction at his hands, can testify to his familiarity with the various branches of mathematical science. The Intellectual Arithmetic and Algebra appears to be admirably adapted to the work of mental discipline. It commences with simple questions in mental arithmetic, and gradually leads the pupil to a solution of problems in Algebra. Indeed the author maintains that these two branches of mathematics should always be taught in connection. We are confident that teachers and the public generally have only to become acquainted with the above work, to warrant it an extended circulation.

THE TEACHER'S ASSISTANT, AND STUDENT'S GUIDE IN ORTHOGRAPHY, For the Use of Schools and Academies. By Rev. W. R. SLAUGHTER. Rochester: 1847.

This work evidently presents some new features upon the subject of orthography which will repay the teacher for an attentive perusal. The definitions here given, appear to be much more intelligible than those contained in many of our grammars and spelling-books. Another characteristic of the work, is *brevity*—the whole subject of orthography being presented in a pamphlet of only forty-two pages.

Important Work.

FORTY THOUSAND COPIES SOLD IN ENGLAND.

Chambers' Cyclopædia of English Literature.

A Selection of the Choicest Productions of English Authors, from the earliest to the present time; connected by a Critical and Biographical History. Edited by Robert Chambers, assisted by Robert Carruthers, and other eminent gentlemen. To be issued semi-monthly, in 16 numbers, at 25 cents each, double column letter press, with upwards of THREE HUNDRED ELEGANT ILLUSTRATIONS.

The Cyclopædia of English Literature now presented to the American public, originated in a desire to supply the great body of the people with a fund of reading derived from the productions of the most talented and elegant writers in the English Language. It is hoped hereby to supplant in a measure, the frivolous and corrupting productions with which the community is flooded, and to

substitute for them, the pith and marrow of substantial English literature—something that shall prove food for the intellect, shall cultivate the taste, and stimulate the moral sense.

The design has been admirably executed, by the selection and concentration of the most exquisite productions of English intellect from the earliest Anglo Saxon writers down to those of the present day. The series of authors commences with Langland and Chaucer, and is continuous down to our day. We have specimens of their best writing headed in the several departments by Chaucer, Shakespeare, Milton—by Moore, Bacon, Locke—by Hooker, Taylor, Barrow—by Addison, Johnson, Goldsmith—by Hume, Robertson, Gibbon—set in a biographical and critical history of the literature itself. The whole is embellished with splendid wood engravings of the principal authors, and the interesting events connected with their history and writings. No one can give a glance at the work without being struck with its beauty and cheapness. It is in fact, *a whole English library fused down into one cheap Book*.

The editor, Robert Chambers, is distinguished as the author of several historical works connected with Scotland, and as joint editor of Chambers' Edinburgh Journal. As an evidence of the great popularity of the work in England, it may be stated that more than forty thousand copies have been sold in less than three years; and this almost without advertising or being indebted to any notice from Literary Reviews.

The publication of the American edition, commencing with December, will be continued two numbers each month, until the whole work is completed. Persons remitting *Four Dollars*, can receive the whole work promptly by mail or otherwise, as soon as published. Book-sellers and agents supplied on the most liberal terms.

GOULD, KENDALL, & LINCOLN, Publishers, Boston, Mass.

Advertisements.

DISTRICT SCHOOL GRAMMAR.—The Elementary Principles of English Grammar, accompanied by Appropriate Exercises in Parsing, with an Appendix, by PARSONS E. DAW. The Seventh Edition of this Popular work, just published and for sale by

E. DARROW,

Corner of Main and St. Paul Streets.
Rochester, July, 1847.

TO TEACHERS AND TRUSTEES.

A VALUABLE WORK FOR DISTRICT LIBRARIES.

THE STATESMAN'S MANUAL, Containing the Addresses, Messages, and a Biographical Sketch of each President of the United States, from Washington to Polk; also a History of their Administration, together with other Public Documents and valuable Statistical Information, carefully compiled from Official Sources by EDWIN WILLIAMS, Author of the N. Y. Annual Register. Embellished with Portraits of the Presidents and Seals of the several States. Complete in two Volumes. For sale by

WM. BARNES, No. 5, Arcade.

The above work has been introduced into the principal School Libraries in this city.
Rochester, July 10, 1847.

Poetry.

For the Monthly Educator.
To a Teacher.

BY JUNIUS.

High and holy is thy calling,
Guardian of the youthful mind;
Moulder of the plastic nature,
To thy forming hands resigned—
Bearer of a thousand blessings,
To thy chosen sphere confined.

Great the sacrifice demanded
Of the wakeful teacher, who
Striving to discharge his duties,
Meets with favor from the few—
While the many coldly bid him
Thanklessly his task pursue.

Still his course is ever onward,
Ever reaching to the goal;
Faithful to his high vocation,
As the needle to the pole;
Knowing well that worldly wisdom
Soon shall yield to *mind's* control.

Hope on, teacher, in the distance
Brightly beams a rising star,
Bearing in its rays, the presage
Of a future, clearer far—
Veil the past, for Education
Hastens her triumphal car.

Then shall those of thy profession,
Who have labored long and well,
Gain their meed of approbation,
As a grateful people tell
Aloud their praise, and delighted
Ever on their virtues dwell.

Dansville, July, 1847.

Advertisements.

CANANDAIGUA BOOK-BINDERY,
AND BLANK BOOK MANUFACTORY.

H. UNDERHILL is prepared to bind Blank
and Library Books, of every variety, in splendid
and fashionable styles. Albums, Port-Folios, Scrap-Books,
&c. &c. manufactured plain, or richly ornamented. Music
and other Paper ruled to order.

School District Library Books bound on reason-
able terms.

Canandaigua, August, 1847.

DISTRICT SCHOOL SPEAKER, A Collec-
tion of Pieces for Public Declamation in Prose, Poesy
and Dialogue, by Parsons E. Day. The second edi-
tion published and for sale by

FISHER & CO., 6 Exchange St.
Rochester, May, 1847.

CANANDAIGUA ACADEMY.

HENRY HOWE, A. M., Principal and Teach-
er of the Greek Language, Rhetoric, and Mental and
Moral Philosophy.

GEORGE WILLSON, A. M. Teacher of the Latin and
French Languages.

NOAH T. CLARK, Teacher of Mathematics, Natural Phi-
losophy, and Chemistry.

P. C. HEADLEY, Teacher of the English branches.

NICHOLAS VEEDER, Teacher of Book-keeping, Penman-
ship, &c.

The Academical year for 1847-'48 will be as follows:
The Autumnal Term will begin on Thursday, August
12th, and continue eleven weeks—followed by a recess of
one week. The Winter Term will begin on Thursday,
November 4th, and continue nineteen weeks—followed
by a recess of twelve days. The Spring and Summer
Term will begin on Tuesday, March 28th, and continue
fourteen weeks.

Tuition, in the higher branches, (Quarter of Eleven
Weeks.) - - - - - \$4.50

Tuition, in Elementary do. - - - - - 3.75

Room-Rent, - - - - - 1.00

Board, (in families) - - - - - 1.25

Washing, (a dozen) - - - - - 37

There is no extra charge for fuel in the recitation rooms,
nor for the study of the French language.

The rooms for the students are furnished with chairs,
tables, and bedsteads. Students furnish their own beds,
bedding, towels, fuel, and lights. Students will be charged
from the time of entering to the end of the term.

Application for admission may be addressed to the
Principal, or to any of the Trustees who are the following
gentlemen:

OLIVER PHELPS,

MOSES ATWATER,

NATHANIEL W. HOWELL,

THOMAS BEALS,

WALTER HUBBELL,

REV. O. E. DAGGETT,

Canandaigua, July 18, 1847.

FRANCIS GRANGER,

JARED WILLSON,

JAMES D. BEMIS,

THADDEUS CHAPIN,

CHARLES SEYMOUR,

WM. W. GORHAM.

PROSPECTUS

OF

THE MONTHLY EDUCATOR.

THE MONTHLY EDUCATOR will be published on the first
of each month, at the office of W. Hughes, corner of
Main and Water Streets, Rochester, N. Y.

This Magazine is especially designed for Families and
Schools, and will be devoted to Education, the Arts and
Sciences, American Biography, Anecdotes, History, In-
teresting Narratives, Poetry, Reviews, and General Lit-
erature.

The Educator will be printed on good paper and clear
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forming at the close of the year, an aggregate of 192
pages of choice educational matter.

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Five Copies . . . do 2.00
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Advertisements will be conspicuously inserted in The
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Ten lines or under, one month \$1 00
" subsequent insertions, under 12 . . . each 0 75
" twelve successive months 5 00

A proportionate reduction will be made for advertise-
ments of a greater length.

All communications should be addressed, post paid, to
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